

READING

The student understands and uses different skills and strategies to read.

- ◆ recognizes letters (upper and lower case) of the alphabet
- ◆ knows that letters make up words
- ◆ tracks print from left to right
- ◆ recognizes own name
- ◆ holds book correctly
- ◆ uses pictures to predict a story
- ◆ identifies some sight (priority) words
- ◆ identifies beginning, middle and end of a story

The student understands the meaning of what is read.

- ◆ uses pictures to read a story
- ◆ predicts before reading
- ◆ predicts during reading
- ◆ follows a pattern in a pattern book
- ◆ identifies sequence of events in a story
- ◆ retells the story
- ◆ interprets main idea from a picture or story

The student reads different materials for a variety of purposes.

- ◆ recognizes environmental print (labels, signs and captions around the classroom)
- ◆ follows simple directions
- ◆ participates in reading of familiar stories and poems

The student sets goals and evaluates progress to improve reading.

- ◆ asks questions
- ◆ makes predictions

WRITING

The student writes clearly and effectively.

- ◆ uses pictures and words to tell a story
- ◆ matches letters to sounds
- ◆ understands that letters form words
- ◆ writes most letters of the alphabet (upper and lower case) using models
- ◆ writes own name using appropriate upper and lower case letters
- ◆ copies environmental print (labels, signs and captions around the classroom)
- ◆ writes simple phrases

The student writes in a variety of forms for different audiences and purposes.

- ◆ relies on pictures to convey meaning
- ◆ creates pictures and dictates personal narratives and journals

The student understands and uses the steps of the writing process.

- ◆ shares drawings and writings with others

The student analyzes and evaluates the effectiveness of written work.

- ◆ sees self as a writer
- ◆ responds to drawings of others with relevant comments

SCIENCE

The student understands and uses scientific concepts and principles related to:

- ◆ Discovering Air (Earth Science)
- ◆ Sink and Float (Physical Science)
- ◆ Your World, My World (Ecology)

The student knows and applies scientific skills and processes:

- ◆ understands the nature of scientific inquiry
- ◆ uses the skills of scientific investigation
- ◆ applies knowledge and skills to solve problems
- ◆ practices the science investigation skill of observing
- ◆ begins to understand the connection of science and technology to each other, society, and the workplace

MATHEMATICS

The student applies basic skills.

- ◆ Numeration and Counting
 - recognizes and counts whole numbers to 25
 - uses math in other subject areas
 - adds and subtracts using manipulatives
- ◆ Measurement
 - recognizes and uses calendar
 - estimates and compares objects using weight, length and volume
- ◆ Geometry
 - names and classifies shapes
- ◆ Probability and Statistics
 - collects and organizes data using simple graphs
- ◆ Algebra
 - describes and makes simple patterns
 - compares equal and unequal sets of objects

The student solves problems.

- ◆ uses problem-solving strategies
- ◆ develops accurate solutions

The student reasons mathematically.

- ◆ uses mental math and makes estimates
- ◆ checks for reasonableness of answers

The student communicates mathematical ideas in both everyday and mathematical language.

- ◆ creates stories to demonstrate understanding
- ◆ uses concrete and pictorial models to demonstrate understanding

The student makes mathematical connections.

- ◆ uses math in other subject areas
- ◆ connects math to everyday situations

SOCIAL STUDIES

Students will begin to understand and appreciate cultural diversity in their families and schools by:

- ◆ becoming aware that their family and the students in their classrooms have different customs, attitudes, and languages
- ◆ learning about the different skills, tastes and ideas of their classmates
- ◆ learning how each person is different and the same

Students will begin to understand the interdependence among families in the neighborhood by:

- ◆ identifying the common needs of families and how their neighborhood/community is organized to meet these needs

Students will begin to demonstrate an awareness and understanding of the responsibilities of citizenship and students will begin to understand the democratic ideal and how it operates in the classroom and schools by:

- ◆ learning how important it is to work together with other students and use “give and take” to solve problems
- ◆ learning the rights each person should have

Students will begin to develop a geographical knowledge base to aid in understanding global issues by:

- ◆ learning about and becoming interested in maps and globes

Students will begin to demonstrate ideas, values and habits necessary to become active, responsible citizens by:

- ◆ learning and using skills for solving problems with other students
- ◆ looking at school and neighborhood problems, making their own judgments (drawing their own conclusions), and thinking about possible solutions
- ◆ showing respect for the rights of all people

HEALTH AND FITNESS

The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

- ◆ demonstrates body control while performing a variety of basic physical skills
- ◆ knows and practices safe habits in familiar environments
- ◆ recognizes the importance of movement, fitness and healthy food

The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks and live safely.

- ◆ develops an awareness of differences in growth patterns
- ◆ begins to identify appropriate personal health habits, safe and healthy activities
- ◆ identifies the signs, symptoms, and transmission of common illnesses.
- ◆ identifies emergency situations and resources for assistance

The student analyzes and evaluates the impact of real-life influences on health.

- ◆ begins to identify health information
- ◆ recognizes appropriate behaviors in familiar environments; treats others with respect
- ◆ explores the meanings of feelings: happiness, sadness, love, fear

The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

- ◆ begins to identify healthy and unhealthy choices
- ◆ demonstrates progress toward age appropriate health and fitness

THE ARTS

The student acquires the knowledge and skills necessary to create, to perform, and to respond effectively to the arts.

- ◆ Music: experiences with simple rhythms, melodies, tone colors and musical forms
- ◆ Art: experiences with line, color, texture, pattern, shape and form
- ◆ Drama: activities integrated with other subject areas
- ◆ Dance: experiences with rhythmic movement and simple dance steps

The student applies the creative process with arts knowledge and skills to reason and solve problems.

The student uses at least one of the art forms (visual arts, music, drama, and/or dance) to communicate ideas and feelings.

The student understands how the arts connect to other subject areas, life, and work.

Renton School District Kindergarten

Student Learning Goals

A publication of The Renton School District
300 Southwest 7th Street
Renton, Washington 98055-2307

(425) 204-2347

www.renton.wednet.edu

READING

The student understands and uses different skills and strategies to read.

- ◆ recognizes simple words (priority and core)
- ◆ knows all letters (upper and lower case)
- ◆ knows letter-sound relationships, phonics and letter patterns
- ◆ begins to move from illustration to writing
- ◆ uses beginning reading strategies (picture clues, sentence structure, context and phonics cues)
- ◆ begins to read with fluency and accuracy

The student understands the meaning of what is read.

- ◆ identifies main character
- ◆ knows sequence and can retell beginning, middle and end of story
- ◆ matches illustrations to the text of the story
- ◆ recognizes the main idea of the story
- ◆ predicts the outcome of the story

The student reads different materials for a variety of purposes.

- ◆ recalls information in correct sequence
- ◆ reads and follows simple directions, labels, signs and instructions to complete a task
- ◆ uses illustrations in non-fiction materials to aid comprehension

The student sets goals and evaluates progress to improve reading.

- ◆ begins to read independently for short periods
- ◆ begins to read own writing

WRITING

The student writes clearly and effectively.

- ◆ writes and dictates complete sentences
- ◆ spells some words phonetically and some correctly
- ◆ prints using upper and lower case letters

The student writes in a variety of forms for different audiences and purposes.

- ◆ writes in a variety of forms (letters, stories, journal entries, narratives)

The student understands and uses the steps of the writing process.

- ◆ uses drawing, mapping or listing for prewriting
- ◆ uses prewriting information to write first draft
- ◆ reads and revises to clarify meaning
- ◆ edits for spelling, basic capitalization and ending punctuation
- ◆ publishes final draft

The student analyzes and evaluates the effectiveness of written work.

- ◆ identifies own growth in writing
- ◆ listens to the writing of peers and responds with comments or questions

SCIENCE

The student understands and uses scientific concepts and principles related to:

- ◆ Animals (Life Science)
- ◆ Light, Shadow, Sound (Physical Science)
- ◆ Earth, Our Home (Ecology)

The student knows and applies scientific skills and processes:

- ◆ understands the nature of scientific inquiry
- ◆ uses the skills of scientific investigation
- ◆ applies knowledge and skills to solve problems
- ◆ practices the science investigation skill of classifying.
- ◆ learns more about the connection of science and technology to each other, society, and the workplace

MATHEMATICS

The student applies basic skills.

- ◆ Computation/Number Sense
 - knows place value of whole numbers to 100
 - adds and subtracts single digits
 - represents operations using manipulatives
 - shows fractions as equal parts of a whole
- ◆ Measurement
 - tells time to the hour and the half hour
 - uses calendar
 - understands and gives value for pennies, nickels and dimes
 - estimates and compares objects using weight, length and volume
- ◆ Geometry
 - names and classifies 2- and 3-dimensional shapes
- ◆ Probability and Statistics
 - collects and organizes data using simple graphs
- ◆ Algebra
 - describes and makes simple patterns
 - compares equal and unequal sets of objects
 - reads and writes number sentences

The student solves problems.

- ◆ uses problem-solving strategies
- ◆ develops accurate solutions

The student reasons mathematically.

- ◆ uses mental math and makes estimates
- ◆ checks for reasonableness of answers

The student communicates mathematical ideas in both everyday and mathematical language.

- ◆ uses concrete and pictorial models to demonstrate understanding
- ◆ communicates mathematical ideas verbally and in writing

The student makes mathematical connections.

- ◆ uses math in other subject areas
- ◆ connects math to everyday situations

SOCIAL STUDIES

Students will begin to understand and appreciate cultural diversity in their families and schools by:

- ◆ becoming aware that students and their families have different customs, attitudes and languages (cultural and other diversity)
- ◆ learning about the different skills, tastes and ideas that other groups of people bring to the neighborhood and community
- ◆ continuing to learn and accept how each person is different and the same

Students will begin to understand the interdependence among individuals in a family by:

- ◆ finding out the different ways families earn money to pay for their wants and needs
- ◆ learning what an economy is and what products families use that are provided by their local community

Students will begin to demonstrate an awareness and understanding of the responsibilities of citizenship and how the democratic ideal operates in the classroom and schools by:

- ◆ learning that to be a good citizen takes building the skills of working together (cooperation), using “give and take” (compromise) to solve problems and finding agreement (consensus)
- ◆ recognizing the rights that each person should have

Students will begin to develop a geographical knowledge base to aid in understanding global issues by:

- ◆ comparing and contrasting various land forms and features and learning how they affect the way people live

Students will begin to demonstrate ideas, values and habits necessary to become an active, responsible citizen by:

- ◆ learning and using skills for problem solving with others
- ◆ looking at a classroom problem, making their own judgments (drawing their own conclusions) and thinking about possible solutions
- ◆ showing respect for the rights of all people

HEALTH AND FITNESS

The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

- ◆ demonstrates increasing movement skills in physical activities
- ◆ distinguishes between safe and unsafe play; practices safe play
- ◆ identifies the value of exercise, fitness, health, and healthy eating habits
- ◆ identifies the relationship of foods to growth; knows food groups

The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks and live safely.

- ◆ demonstrates knowledge of personal health habits and factors that affect growth
- ◆ identifies ways to prevent communicable diseases
- ◆ describes the concept of abuse, including examples of abusive situations
- ◆ practices seeking help from trusted adults and 911
- ◆ develops an awareness of harmful substances

The student analyzes and evaluates the impact of real-life influences on health.

- ◆ recognizes that people need to respect our environment
- ◆ recognizes labels and commercials; the difference between safe and unsafe messages
- ◆ plays and cooperates with all regardless of gender, ethnicity, disability, or level of skill and ability
- ◆ reviews feelings or emotions and understands how they affect oneself and others

The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

- ◆ explains why it is important to make healthy choices and to be healthy and fit
- ◆ practices developmentally appropriate health and fitness activities

THE ARTS

The student acquires the knowledge and skills necessary to create, to perform, and to respond effectively to the arts.

- ◆ Music: experiences with simple rhythms, melodies, tone colors and musical forms
- ◆ Art: experiences with line, color, texture, pattern, shape and form
- ◆ Drama: activities integrated with other subject areas
- ◆ Dance: experiences with rhythmic movement and simple dance steps

The student applies the creative process with arts knowledge and skills to reason and solve problems.

The student uses at least one of the art forms (visual arts, music, drama, and/or dance) to communicate ideas and feelings.

The student understands how the arts connect to other subject areas, life, and work.

Renton School District

1st Grade

Student Learning Goals

A publication of The Renton School District
300 Southwest 7th Street
Renton, Washington 98055-2307

(425) 204-2347

www.renton.wednet.edu

READING

The student understands and uses different skills and strategies to read.

- ◆ begins to alphabetize
- ◆ reads with fluency and accuracy
- ◆ expands knowledge of letter-sound relationships, phonics and letter patterns
- ◆ develops an awareness of literary elements (characters, plot, setting, problems, solutions)
- ◆ uses table of contents
- ◆ expands knowledge and use of text features (titles, headings, index and captions)
- ◆ increases sight vocabulary through phonetic and contextual clues

The student understands the meaning of what is read.

- ◆ understands cause and effect
- ◆ understands main idea and supporting details
- ◆ previews and predicts
- ◆ draws conclusions
- ◆ summarizes events of a story in sequential order
- ◆ uses context clues to build and confirm meaning
- ◆ locates words, sentences or parts of a story that answer specific questions

The student reads different materials for a variety of purposes.

- ◆ reads beginning chapter books
- ◆ reads for information
- ◆ reads and follows simple directions
- ◆ reads and comprehends both fiction and non-fiction

The student sets goals and evaluates progress to improve reading.

- ◆ usually self-corrects
- ◆ begins to read silently
- ◆ reads voluntarily for own interests and purposes
- ◆ rereads sentences when the meaning is not clear

WRITING

The student writes clearly and effectively.

- ◆ writes to develop a topic or theme
- ◆ extends writing through use of details
- ◆ shows writing has a pattern (beginning, middle and end)
- ◆ begins to write paragraphs
- ◆ begins to improve writing by the use of adverbs and adjectives

The student writes in a variety of forms for different audiences and purposes.

- ◆ writes fiction, poetry and non-fiction (reports, letters, lists)
- ◆ writes about feelings and opinions

The student understands and uses the steps of the writing process.

- ◆ uses prewriting strategies (mapping and other graphic organizers)
- ◆ uses prewriting information to write first draft
- ◆ reads and revises to clarify meaning
- ◆ edits for spelling, basic capitalization, ending punctuation and grammar
- ◆ publishes final draft

The student analyzes and evaluates the effectiveness of written work.

- ◆ listens to suggestions from others
- ◆ identifies strengths and areas for improvement

SCIENCE

The student understands and uses scientific concepts and principles related to:

- ◆ Reptiles (Life Science)
- ◆ Magnetism and Electricity (Physical Science)
- ◆ Water for Living (Ecology)

The student knows and applies scientific skills and processes.

- ◆ understands the nature of scientific inquiry
- ◆ uses the skills of scientific investigation
- ◆ applies knowledge and skills to solve problems
- ◆ practices the science investigation skill of collecting and organizing data
- ◆ learns about the connection of science and technology to each other and to society, and the workplace

MATHEMATICS

The student applies basic skills.

- ◆ Computation/Number Sense
 - knows place value of whole numbers to 1000
 - solves 2-digit addition and subtraction problems
 - represents operations using manipulatives
 - uses fractions to describe parts of regions ($1/2$, $1/3$, $1/4$)
- ◆ Measurement
 - makes change using coins and bills
 - estimates and measures objects using weight, length and volume
 - tells time to minute and uses calendar
- ◆ Geometry
 - describes, classifies and draws 2- and 3-dimensional shapes
- ◆ Probability and Statistics
 - collects and organizes data using charts and graphs
 - conducts simple experiments involving chance
- ◆ Algebra
 - describes, extends and creates patterns
 - compares equal and unequal sets of objects
 - solves addition and subtraction equations

The student solves problems.

- ◆ uses problem-solving strategies
- ◆ develops accurate solutions

The student reasons mathematically.

- ◆ uses mental math and makes estimates
- ◆ checks for reasonableness of answers

The student communicates mathematical ideas in both everyday and mathematical language.

- ◆ uses concrete and pictorial models to demonstrate understanding
- ◆ communicates mathematical ideas verbally and in writing

The student makes mathematical connections.

- ◆ uses math in other subject areas
- ◆ connects math to everyday situations

SOCIAL STUDIES

Students will begin to understand and appreciate cultural diversity in their schools, neighborhoods and community by:

- ◆ being aware that our families, classrooms and neighborhoods bring to us different customs, attitudes and languages (cultural and other diversity)
- ◆ learning about the different skills, tastes and ideas that other groups of people bring to our neighborhood and community
- ◆ continuing to learn and accept how each person is different and the same

Students will begin to understand the interdependence among neighborhoods in a community by:

- ◆ learning about the parts of their neighborhood's economic system and how it meets the needs and wants of all the people of the neighborhood
- ◆ learning what an economy is and what products their neighborhood uses that are provided by their local community

Students will begin to demonstrate an awareness and understanding of the responsibilities of citizenship and how the democratic ideal operates in the classroom and schools by:

- ◆ learning that to be a good citizen takes building the skills of working together (cooperation), using "give and take" (compromise) to solve problems and finding agreement (consensus)
- ◆ recognizing the rights that each person should have

Students will begin to develop a geographical knowledge base to aid in understanding global issues by:

- ◆ comparing and contrasting various land forms and features and particular weather conditions and how they affect the way they live in their neighborhoods

Students will begin to demonstrate ideas, values and habits necessary to become an active, responsible citizen by:

- ◆ using good problem solving skills with others
- ◆ looking at a school or neighborhood problem, making their own judgments (drawing their own conclusions) and thinking about possible solutions
- ◆ showing respect for all people

HEALTH AND FITNESS

The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

- ◆ refines and expands motor development to individual activities
- ◆ demonstrates safe play and knowledge of sports rules
- ◆ explores individual eating habits; distinguishes between healthy and unhealthy snacks
- ◆ predicts how nutrition, sleep, and exercise affect energy and growth

The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks and live safely.

- ◆ recognizes body systems; understands variety in growth patterns
- ◆ practices strategies to control noncommunicable diseases and to prevent communicable disease
- ◆ identifies emergency situations and appropriate emergency procedures
- ◆ begins to recognize the consequences of substance abuse and identify basic strategies of resistance

The student analyzes and evaluates the impact of real-life influences on health.

- ◆ recognizes the difference between safe and unsafe messages about products
- ◆ recognizes and appreciates similarities and differences among people
- ◆ recognizes causes of feelings or emotions and identifies healthful ways to express them

The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

- ◆ knows the benefits of healthy choices
- ◆ practices fitness activities such as sustained aerobic activities and knows components and benefit of fitness and physical activity

THE ARTS

The student acquires the knowledge and skills necessary to create, to perform, and to respond effectively to the arts.

- ◆ Music: developing concepts related to rhythm, melody, harmony, tone color and form
- ◆ Art: experiences with elements of art, a variety of media and great works of art masters
- ◆ Drama: activities integrated with other subject areas
- ◆ Dance: experiences with rhythmic movement and simple dance steps

The student applies the creative process with arts knowledge and skills to reason and solve problems.

The student uses at least one of the art forms (visual arts, music, drama, and/or dance) to communicate ideas and feelings.

The student understands how the arts connect to other subject areas, life, and work.

Renton School District

2nd Grade

Student Learning Goals

A publication of The Renton School District
300 Southwest 7th Street
Renton, Washington 98055-2307

(425) 204-2347

www.renton.wednet.edu

READING

The student understands and uses different skills and strategies to read.

- ◆ interprets the meaning of words in a sentence through picture clues
- ◆ increases the understanding of how literary elements such as character, plot, setting, mood, problem and solution are created
- ◆ recognizes sound / symbol relationship when learning new words
- ◆ uses beginning phonetic rules to pronounce unfamiliar words
- ◆ recognizes common root words and suffixes
- ◆ alphabetizes words to the third letter

The student understands the meaning of what is read.

- ◆ uses charts and tables to compare, record, summarize and order information
- ◆ recognizes the difference between fact and opinion
- ◆ summarizes and paraphrases information from a variety of resources
- ◆ recognizes cause and effect
- ◆ explains similarities and differences in stories and factual information

The student reads different materials for a variety of purposes.

- ◆ skims and scans for information in fiction, non-fiction and reference materials
- ◆ reads from a variety of resources

The student sets goals and evaluates progress to improve reading.

- ◆ rereads and self-corrects
- ◆ begins to realize own reading strengths and weaknesses
- ◆ reads to explore ideas and to gain new knowledge
- ◆ starts to develop own reading interests

WRITING

The student writes clearly and effectively.

- ◆ organizes ideas to fit the purpose and content
- ◆ maintains the focus of the topic
- ◆ extends the topic to more than one paragraph by using details and transition sentences
- ◆ writes clear, relevant introduction, body and conclusion
- ◆ uses a variety of styles, forms and voices to fit the audience and purpose
- ◆ uses correct spelling, grammar, sentence structure, punctuation and capitalization
- ◆ begins to write in cursive, upper and lower case

The student writes in a variety of forms for different audiences and purposes.

- ◆ writes to explain concepts and procedures
- ◆ writes to persuade
- ◆ writes stories, journals, letters, essays, reports and poetry

The student understands and uses the steps of the writing process.

- ◆ uses prewriting strategies such as graphic organizers, note-taking, discussion and research
- ◆ writes drafts with different types of leads, sentences, and descriptions
- ◆ revises to clarify meaning, improve organization, elaborate on ideas and in response to critiques
- ◆ edits spelling, grammar, sentence structure, punctuation and capitalization
- ◆ selects pieces to share or publish

The student analyzes and evaluates the effectiveness of written work.

- ◆ analyzes own writing for strengths and areas for improvement
- ◆ sets goals for improving own writing
- ◆ analyzes writing of peers and other authors for strengths and areas for revision

SCIENCE

The student understands and uses scientific concepts and principles related to:

- ◆ Insects (Life Science)
- ◆ Energy, Heat, and Temperature (Physical Science)
- ◆ Cycles in Nature (Ecology) (continued)

SCIENCE (cont.)

The student knows and applies scientific skills and processes.

- ◆ understands the nature of scientific inquiry
- ◆ uses the skills of scientific investigation
- ◆ applies knowledge and skills to solve problems
- ◆ practices the science investigation skill of making predictions
- ◆ learns about the connection of science and technology to each other and to society, and the workplace

MATHEMATICS

The student applies basic skills.

- ◆ Computation / Number Sense
 - knows place value of numbers to 100,000
 - explores addition, subtraction, multiplication and division
 - represents operations with models
 - finds fractions of regions and sets
- ◆ Measurement
 - makes change using coins and bills
 - estimates and measures objects using weight, length, and volume (standard and metric)
- ◆ Geometry
 - describes, classifies and draws 2- and 3-dimensional shapes in terms of their attributes
 - understands concepts: parallel, perpendicular, and symmetry
- ◆ Probability and Statistics
 - collects and organizes data using charts, tables and graphs
 - conducts simple experiments involving chance
- ◆ Algebra
 - describes, extends and creates patterns
 - writes equations with missing elements

The student solves problems.

- ◆ uses problem-solving strategies
- ◆ develops accurate solutions

The student reasons mathematically.

- ◆ uses mental math and makes estimates
- ◆ checks for reasonableness of answers

The student communicates mathematical ideas in both everyday and mathematical language.

- ◆ collects, organizes and interprets information
- ◆ communicates mathematical ideas verbally and in writing

The student makes mathematical connections.

- ◆ uses math in other subject areas
- ◆ connects math to everyday situations

SOCIAL STUDIES

Students will begin to understand and appreciate cultural diversity in their schools, neighborhoods and community by:

- ◆ being aware that our schools, neighborhoods and communities bring to us different customs, attitudes and languages (cultural and other diversity)
- ◆ learning about the different skills, tastes and ideas that other groups of people bring to our community
- ◆ continuing to learn and accept how each person is different and the same

Students will begin to understand the interdependence among various communities by:

- ◆ learning about their community's economic system and how it meets the needs and wants of all the people of the community
- ◆ learning what an economy is, what products the community uses and how needs are met by their local area and state

Students will begin to demonstrate an awareness and understanding of the responsibilities of citizenship and how the democratic ideal operates in the schools, community and city by:

- ◆ learning that to be a good citizen takes building the skills of working together (cooperation), using give and take (compromise) to solve problems and finding agreement (consensus)
- ◆ recognizing the rights that each person should have

Students will begin to develop a geographical knowledge base to aid in understanding global issues by:

- ◆ comparing and contrasting various landforms and features and particular weather conditions and learning how they affect the life in their community

Students will begin to demonstrate ideas, values and habits necessary to become an active, responsible citizen by:

- ◆ using good problem solving skills with others
- ◆ looking at a community problem, making their own judgments (drawing their own conclusions) and thinking about possible solutions
- ◆ showing respect for the rights of all people

HEALTH AND FITNESS

The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

- ◆ demonstrates advanced skills in movement
- ◆ practices appropriate safety procedures during activities; knows rules
- ◆ uses a fitness vocabulary to describe and track personal fitness goals
- ◆ creates a healthy food plan, including snacks, using the food guide pyramid

The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks and live safely.

- ◆ identifies and labels body systems
- ◆ identifies and demonstrates skills that reduce the risk of contracting or transmitting disease
- ◆ identifies abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others
- ◆ explains the physical, emotional, and legal consequences of using harmful substances; practices refusal skills

The student analyzes and evaluates the impact of real-life influences on health.

- ◆ identifies media messages about safe and unsafe products
- ◆ expresses wants and needs constructively, demonstrating proper etiquette
- ◆ recognizes how emotions impact self and others; plans how to deal with emotions at school and home

The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

- ◆ lists the benefits of healthy decisions
- ◆ begins to set personal goals for health and fitness

THE ARTS

The student acquires the knowledge and skills necessary to create, to perform, and to respond effectively to the arts.

- ◆ Music: developing concepts related to rhythm, melody, harmony, tone color and form
- ◆ Art: experiences with elements of art, a variety of media and great works of art masters
- ◆ Drama: activities integrated with other subject areas
- ◆ Dance: experiences with rhythmic movement and simple dance steps

The student applies the creative process with arts knowledge and skills to reason and solve problems.

The student uses at least one of the art forms (visual arts, music, drama, and/or dance) to communicate ideas and feelings.

The student understands how the arts connect to other subject areas, life, and work.

Renton School District

3rd Grade

Student Learning Goals

A publication of The Renton School District
300 Southwest 7th Street
Renton, Washington 98055-2307

(425) 204-2347

www.renton.wednet.edu

READING

The student understands and uses different skills and strategies to read.

- ◆ understands and uses phonetic rules to pronounce unknown words
- ◆ identifies and uses common root words, prefixes, suffixes, letter clusters and letter-sound relationships
- ◆ uses dictionary, glossary and a thesaurus to check spelling, meaning, synonyms and antonyms
- ◆ understands and uses correct terms, including title, heading, paragraph, chapter, index and captions when referencing non-fiction text

The student understands the meaning of what is read.

- ◆ finds the answer to questions through skimming and scanning
- ◆ retells or summarizes fictional text in own words
- ◆ recognizes and explains similarities and differences
- ◆ recognizes different points of view in the same text

The student reads different materials for a variety of purposes.

- ◆ uses references such as index, table of contents, and electronic catalogue to find information
- ◆ understands, interprets and creates outlines, diagrams, graphs and drawings

The student sets goals and evaluates progress to improve reading.

- ◆ reads silently and works on tasks independently for longer periods
- ◆ reads orally with greater understanding
- ◆ discusses with others reactions to a book or other writing
- ◆ selects books by considering author, theme, topic or genre

WRITING

The student writes clearly and effectively.

- ◆ communicates own perspective and ideas
- ◆ organizes writing so there is a clear beginning, middle and end
- ◆ writes paragraphs which contain a topic sentence, supporting details and a closing sentence
- ◆ demonstrates awareness of audience by using the appropriate voice, word choice and sentence design
- ◆ uses correct spelling, grammar, sentence structure, punctuation and capitalization
- ◆ writes in legible, cursive form

WRITING (cont.)

The student writes in a variety of forms for different audiences and purposes.

- ◆ writes for self, teacher and other personally known audiences
- ◆ writes in response to a prompt
- ◆ writes to describe, persuade and analyze
- ◆ writes stories, journals, letters, memos, directions, essays, reports and poetry

The student understands and uses the steps of the writing process.

- ◆ prewrites by using graphic organizers, brainstorming, listing, outlining
- ◆ uses a variety of resources to gather information
- ◆ uses a word processor as a writing tool
- ◆ elaborates on a topic with supporting ideas
- ◆ revises using input from others
- ◆ revises to clarify meaning and improve organization
- ◆ edits spelling, grammar, sentence structure, punctuation and capitalization
- ◆ selects pieces to share or publish

The student analyzes and evaluates the effectiveness of written work.

- ◆ analyzes own writing for strengths and areas for improvement
- ◆ seeks evaluation from others
- ◆ offers positive and constructive feedback on others' writing

SCIENCE

The student understands and uses scientific concepts and principles related to:

- ◆ Astronomy (Earth Science)
- ◆ Weather (Earth Science)
- ◆ Force, Motion, and Machines (Physical Science)
- ◆ Liquid Lab (Physical Science)
- ◆ Endangered Species (Ecology)*

The student knows and applies scientific skills and processes.

- ◆ understands the nature of scientific inquiry
- ◆ uses the skills of scientific investigation
- ◆ applies knowledge and skills to solve problems
- ◆ practices the science investigation skill of identifying variables
- ◆ learns about the connection of science and technology to each other, society, and the workplace (continued)

SCIENCE (cont.)

* As part of the Endangered Species unit, all fourth graders go on a field trip to release young salmon into a local stream, and to measure and assess environmental conditions in the stream. This is part of the joint fourth and fifth grade Salmon in the Classroom project. For more information about this project, visit the RSD Salmon in the Classroom website at www.renton.wednet.edu/science/salmon

MATHEMATICS

The student applies basic skills.

- ◆ Computation/Number Sense
 - knows place value of numbers to 1,000,000
 - understands addition, subtraction, multiplication and division
 - names, orders and compares fractions and decimals
 - uses decimals
- ◆ Measurement
 - knows and uses units of measure for time, money, weight, volume, length, area and perimeter
- ◆ Geometry
 - describes and classifies triangles and quadrilaterals in terms of their attributes
 - understands concepts: similar, congruence, slide, flip and turn
- ◆ Probability and Statistics
 - collects and organizes data using charts, tables and graphs
 - conducts simple probability experiments
 - finds median and mode in a data set
- ◆ Algebra
 - uses data tables to find patterns and make predictions
 - writes equations with missing elements

The student solves problems.

- ◆ uses problem-solving strategies
- ◆ develops accurate solutions

The student reasons mathematically.

- ◆ uses mental math and makes estimates
- ◆ checks for reasonableness of answers

The student communicates mathematical ideas in both everyday and mathematical language.

- ◆ collects, organizes and interprets information
- ◆ communicates mathematical ideas verbally and in writing

The student makes mathematical connections.

- ◆ uses math in other subject areas
- ◆ connects math to everyday situations

SOCIAL STUDIES

Students will appreciate the many cultures represented in Washington and their influence on our state's development by:

- ◆ telling about the different customs, attitudes and languages of our state and the contributions made by its different cultural groups
- ◆ continuing to learn and accept how each person is different and the same

Students will understand the importance of natural resources, agricultural products and industries to the development of our state's economic system by:

- ◆ finding out the parts of the state's economic system and how it goes about meeting the needs and wants of all the people of the state
- ◆ describing the connection between the state's economy and the products that the state provides to all areas of the United States and the world

Students will be introduced to the characteristics of democracy. Students will appreciate the struggles and issue which contributed to the development of Washington State government by:

- ◆ explaining the importance of working together (cooperation), using "give and take" (compromise) to solve problems and finding agreement (consensus)
- ◆ connecting significant events of their country's history to the development of their state and its government

Students will begin to appreciate the diverse geography and climates which create the regions of Washington State and the Pacific Northwest by:

- ◆ comparing and contrasting the major landforms and features of the state and how they affect the different ways people in each region make their living
- ◆ exploring the importance of Washington State's geographical location, people and resources in relation to the rest of the world

Students will demonstrate that they understand the organization, process and functions of our state government by:

- ◆ explaining the main branches of government and the impact their responsibilities and actions have on the people of Washington State
- ◆ looking at state problems, making their own judgments (drawing their own conclusions) and thinking about possible solutions
- ◆ showing respect for the rights of all people

HEALTH AND FITNESS

The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

- ◆ develops increasingly complex physical skills
- ◆ follows rules and safety procedures in a variety of fitness and play activities
- ◆ develops a fitness awareness and vocabulary
- ◆ identifies the nutrients provided by a variety of foods
- ◆ understands the benefits of proper nutrition related to movement and fitness

The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks and live safely.

- ◆ describes the structure and function of human body systems
- ◆ identifies and demonstrates skills to prevent and control noncommunicable diseases and to reduce the risk of contracting and transmitting communicable diseases
- ◆ identifies abusive or risky situations and demonstrates safe behaviors
- ◆ identifies physical, emotional, and legal consequences of substance abuse; practices refusal skills

The student analyzes and evaluates the impact of real-life influences on health.

- ◆ determines reliable information about health products and services
- ◆ expresses emotions constructively; forms safe and respectful relationships
- ◆ recognizes a variety of emotions and how they affect self and others
- ◆ demonstrates social skills to resist pressure from others

The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

- ◆ identifies how fitness and healthy living affect ability to pursue some careers and occupations
- ◆ sets daily goals for improving health and fitness practices

THE ARTS

The student acquires the knowledge and skills necessary to create, to perform, and to respond effectively to the arts.

- ◆ Music: increasing sophistication with rhythm, melody, harmony, tone color and form
- ◆ Art: increasing skills with a variety of media and familiarity with masterworks
- ◆ Drama: activities integrated with other subject areas
- ◆ Dance: experiences with rhythmic movement and simple dance steps

The student applies the creative process with arts knowledge and skills to reason and solve problems.

The student uses at least one of the art forms (visual arts, music, drama, and/or dance) to communicate ideas and feelings.

The student understands how the arts connect to other subject areas, life, and work.

Renton School District

4th Grade

Student Learning Goals

A publication of The Renton School District
300 Southwest 7th Street
Renton, Washington 98055-2307

(425) 204-2347

www.renton.wednet.edu

READING

The student understands and uses different skills and strategies to read.

- ◆ increases understanding of an author's use of similes, metaphors, analogies and alliteration
- ◆ continues to develop skills of understanding word parts such as root words, prefixes and suffixes to better understand word use
- ◆ stays focused and is able to maintain meaning and understanding when switching from one text (or part of a text) to another

The student understands the meaning of what is read.

- ◆ summarizes information from tables, graphs and maps
- ◆ begins to analyze author's purpose
- ◆ can select, interpret, synthesize, summarize and present information from more than one source
- ◆ distinguishes between facts, inferences and opinions, and between cause and effect

The student reads different materials for a variety of purposes.

- ◆ compares the same text, topic or theme from more than one source
- ◆ seeks a variety of materials to gain further information or complete a task
- ◆ follows more complex directions and instructions
- ◆ selects appropriate information and takes notes for oral and written reports

The student sets goals and evaluates progress to improve reading.

- ◆ constructs own questions for rereading and discussion
- ◆ selects and reads from a widening range of materials for enjoyment and information
- ◆ shares opinions about reading with other students

WRITING

The student writes clearly and effectively.

- ◆ develops a topic or theme by writing a paragraph with a topic sentence, supporting details and a concluding sentence
- ◆ writes a multi-paragraph report or essay
- ◆ writes analytically, using clear logic
- ◆ demonstrates an awareness of audience by using the appropriate voice, word choice and sentence design.
- ◆ uses correct spelling, grammar, sentence structure, punctuation and capitalization
- ◆ writes legibly

The student writes in a variety of forms for different audiences and purposes.

- ◆ writes for self, peers, parents and community members
- ◆ writes to express self, inform, explain, compare and contrast, persuade, entertain and/or create (continued)

WRITING (cont.)

- ◆ writes in a variety of forms such as narratives, journals, poems, essays, reports, and stories
- ◆ writes for career applications such as letters, memos and directions

The student understands and uses the steps of the writing process.

- ◆ prewrites by using graphic organizers, brainstorming, listing and outlining
- ◆ uses a variety of resources to gather information
- ◆ uses a word processor as a writing tool
- ◆ elaborates on a topic with supporting ideas
- ◆ revises using input from self and others
- ◆ revises to clarify meaning and improve organization
- ◆ edits spelling, grammar, sentence structure, punctuation and capitalization
- ◆ selects pieces to share or publish
- ◆ uses a variety of publishing options such as school newspaper, bulletin boards or multimedia formats

The student analyzes and evaluates the effectiveness of written work.

- ◆ uses self and peer evaluation to analyze and improve written work

SCIENCE

The student understands and uses scientific concepts and principles related to:

- ◆ Geology (Earth Science)
- ◆ Green Plants (Life Science)
- ◆ Energy and Electricity (Physical Science)
- ◆ Light and Sound (Physical Science)
- ◆ Salmon and the Sea (Ecology)*

The student knows and applies scientific skills and processes.

- ◆ understands the nature of scientific inquiry
- ◆ uses the skills of scientific investigation
- ◆ applies knowledge and skills to solve problems
- ◆ practices the science investigation skill of controlling variables
- ◆ knows the connection of science and technology to each other, society, and the workplace

** As part of the Energy and Electricity and Salmon and the Sea units, all fifth graders go on a field trip to tour a salmon hatchery and a power plant. They spawn salmon and raise the eggs in their school salmon hatchery as part of the joint fourth and fifth grade Salmon in the Classroom project. For more information about this project, visit the RSD Salmon in the Classroom website at www.renton.wednet.edu/science/salmon*

MATHEMATICS

The student applies basic skills.

- ◆ Computation/Number Sense
 - knows place value of numbers to 100,000,000
 - uses strategies for addition, subtraction, multiplication and division problems
 - names, orders and compares fractions, decimals and percents
- ◆ Measurement
 - estimates and measures objects using weight, length, volume, area and perimeter (standard and metric)
- ◆ Geometry
 - measures and uses mathematical terminology to describe shapes and angles
 - understands concepts: similarity, congruence and tessellation
- ◆ Probability and Statistics
 - collects and organizes data using a variety of charts, tables and graphs
 - performs and reports on a variety of probability experiments
 - finds mean, median and mode
- ◆ Algebra
 - derives number patterns from drawings, tables and graphs
 - solves simple algebraic equations

The student solves problems.

- ◆ uses problem-solving strategies
- ◆ makes accurate solutions

The student reasons mathematically.

- ◆ uses mental math and makes estimates
- ◆ checks for reasonableness of answers

The student communicates mathematical ideas in both everyday and mathematical language.

- ◆ collects, organizes and interprets information
- ◆ communicates mathematical ideas verbally and in writing

The student makes mathematical connections.

- ◆ uses math in other subject areas
- ◆ connects math to everyday situations

SOCIAL STUDIES

Students will understand the experiences of various cultures and ethnic groups represented in the development of the United States; students will appreciate how the “American” culture has been enriched by other cultures; and students will understand how cultures change as they are absorbed into the “American” culture by:

- ◆ comparing and contrasting the struggles and successes of various cultures
- ◆ examining the contributions of various cultures, both past and present

Students will understand the factors which contributed to the economic development of North America, and students will understand how the economy and a changing work place have affected lives during periods of American history by:

- ◆ exploring how the interaction of resources, business structure and workers have brought about economic change in the United States
- ◆ identifying the economic differences among the regions of the United States
- ◆ showing how choices affect roles in the economy and the market place
- ◆ illustrating how both cooperation and competition influenced the American economic system

Students will understand the key principles and ideals of American democracy by:

- ◆ explaining the need for government and law in a society
- ◆ describing the political and social responsibilities of all citizens in a democratic system
- ◆ explaining the three branches of government and the impact their responsibilities and actions have on the people of the United States

Students will understand the interdependence of their own country and the world by:

- ◆ exploring the many ways people are dependent upon each other through economic, political, social and environmental ties
- ◆ discovering that because of the increasing interdependence of the people of the world, there is a need to continue developing non-violent resolutions to conflicts

Students will understand the organization, process and function of our national government by:

- ◆ examining the way an individual can use democratic process to bring about change
- ◆ showing a respect for the rights of all people

HEALTH AND FITNESS

The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

- ◆ develops increasingly advanced physical skills
- ◆ consistently practices safe behaviors during physical activity
- ◆ develops a fitness journal, monitoring sports and play activity
- ◆ identifies the appropriate number of calories for age group, creating meal plans that follow nutritional guidelines and standards

The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks and live safely.

- ◆ compares and contrasts physical, emotional, intellectual, and social changes that occur during growth
- ◆ understands the concepts of hereditary traits and conditions and their relationship to growth
- ◆ explores the differences between noncommunicable disease and communicable diseases and how transmission and control measures differ
- ◆ demonstrates problem solving to take care of self in risky situations

The student analyzes and evaluates the impact of real-life influences on health.

- ◆ verifies the accuracy of health information from a variety of sources
- ◆ role plays to demonstrate effective refusal skills
- ◆ demonstrates emotional control and balance in both positive and negative situations to foster positive interactions with others

The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

- ◆ identifies healthy and unhealthy practices by their positive and negative consequences
- ◆ applies strategies to improve or maintain personal health and fitness practices

THE ARTS

The student acquires the knowledge and skills necessary to create, to perform, and to respond effectively to the arts.

- ◆ Music: increasing sophistication with rhythm, melody, harmony, tone color and form
- ◆ Art: increasing skills with a variety of media and familiarity with masterworks
- ◆ Drama: activities integrated with other subject areas
- ◆ Dance: experiences with rhythmic movement and simple dance steps

The student applies the creative process with arts knowledge and skills to reason and solve problems.

The student uses at least one of the art forms (visual arts, music, drama, and/or dance) to communicate ideas and feelings.

The student understands how the arts connect to other subject areas, life, and work.

Renton School District

5th Grade

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