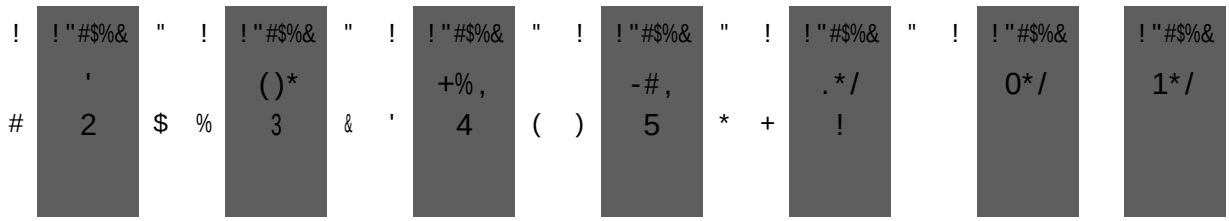
Berkeley Unified School District
GUIDE FOR FAMILIES
KINDERGARTEN REPORT CARDS

The Berkeley Unified School District has made some changes to student Report Cards this school year. The purpose of this Guide is to give families a detailed explanation of the Report Card and of the District expectations. We hope that this Guide helps strengthen home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Reading Standards Grade K	
Literature	Informational
Key Ideas and Details	
1. Ask and answer questions about key details in text	1. Ask and answer questions about key details in text
2. Retell familiar stories, including key details	2. Identify main topic and retell key details
3. Identify characters, settings and major events	3. Describe connection: characters, events, ideas, information
Craft and Structure	
4. Ask and answer questions about unknown words	4. Ask and answer questions about unknown words
5. Recognize common text types (e.g. storybook, poem)	5.

Writing Standards Grade K
Text Types and Purposes
1. Use combination of drawing, dictating, and writing to compose opinion pieces
2. Use combination of drawing, dictating, and writing to compose informative/explanatory texts
3. Use combination of drawing, dictating, and writing to narrate a single event or linked events
Production and Distribution
4. (Begins in grade 2)
5.

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K-5 Report Card Supporting Document:
Personal/Social Behaviors and Habits of Work

Using this Document:

This document provides specificity, connection to the Toolbox Curriculum, and behavioral exemplars for the 'Personal/Social Behaviors' section of the K-5 report card. It is intended to be a handy reference for conversation with families about student progress.

Social-Emotional Learning Core Domains:

This section lists the full definition of each core domain (an abbreviated and parent-friendly definition is printed on the K-5 report card)

Related Toolbox Tools:

This section lists the specific Toolbox Tools that target the corresponding social-emotional domain
Teachers can refer to the Toolbox Tools related to a child's area of struggle or particular strength for teaching suggestions.

Possible Behavioral Descriptors:

This section provides specific examples of how these overarching domains may manifest in the classroom. These specific descriptors are a great jumping off point for a discussion of strength or weaknesses in parent conferences. Consider whether or not a child's particular strength or area of struggle is seen across settings (classroom, yard, small-group, large-group).

Supporting Document: Personal/Social Behaviors		
Social-Emotional Learning Core Domains	***Related Toolbox Tools***	***Possible Behavioral Descriptors***
Self-Awareness-Ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	-Breathing Tool -Quiet/Safe Place Tool -Empathy Tool -Garbage Can Tool -Tam(af)-nal L[illegible] Tm0g[(T)-(	