



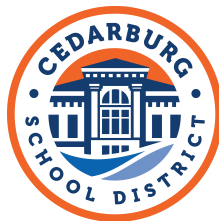
kindergarten

ACCESS • QUALITY • COHERENCE

CEDARBURG SCHOOL DISTRICT



Cedarburg School District 4K Instructional Guide



W68 N611 Evergreen Blvd., Cedarburg, WI 53012

[Cedarburg School District 4 Year-Old Kindergarten](#)



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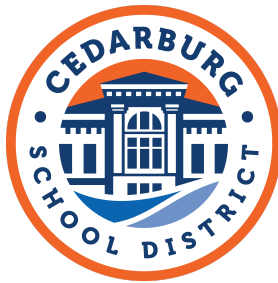
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September 2, 2025

Dear Parents,

Welcome to Cedarburg School District and the District's 4K Program!

As a district, school, and community, we are thrilled to welcome your child and your family to the Cedarburg School District learning community. Our 4K purpose statement, developed with a broad range of stakeholders, casts the vision for how our 4K program was designed.

In collaboration with parents and the community, and in a safe and nurturing environment, Cedarburg School District is committed to provide engaging, inquiry and play-based experiences for all four-year-olds, that promotes each child's success!

Cedarburg School District's 4K program is committed to:

- **Access** - 4K for every child!
- **Quality** - 4K programming that is research-based, developmentally appropriate and rich with meaningful learning experiences!
- **Coherence** - 4K learning experiences and outcomes that prepare each child for 5K and beyond within district elementary schools!

Included in this 4K Program Guide, a companion to each school's Parent Handbook, you will find additional supplemental pieces of information unique to 4K.

We are eager to have YOUR child in 4K and for your family to join the Cedarburg School District learning community!

Here's to a great year for the future class of 2039!

Alli Rudich
Director of Curriculum, Instruction, and Assessment



CSD Mission

The mission of the Cedarburg School District is to provide an exemplary education that challenges students in a nurturing environment to develop into lifelong learners, to become responsible adults, and to achieve their goals and dreams.

4K Purpose

In collaboration with parents and the community, and in a safe and nurturing environment, Cedarburg School District is committed to provide engaging, inquiry and play-based experiences for all four-year-olds, that promotes each child's success!

Beliefs About Learning: All students will learn and grow when they... Instructional characteristics our students will demonstrate as learners:			
Language Development & Communication	Math and Scientific Thinking	Social/ Emotional Development	Health and Physical Development
See themselves as readers and writers through active inquiry. Develop into independent thinkers and learners. Begin to explore and develop a love for listening to, and reading books. Frequent opportunities to talk, discuss, listen, ask questions and engage. Develop a love of literacy by engaging in play and discovery.	See themselves as mathematicians and scientists. Experience an environment that promotes curiosity. Construct numeracy knowledge by engaging in play and discovery. Explore, discover and problem-solve through hands-on, activity-based, small group learning experiences. Manipulate and play with objects so that they can develop clear links between their own environment and the math concepts they are learning.	Develop strong early relationships. Develop social competence (the ability to achieve personal goals in social interaction while maintaining positive social relationships with others). Acquire mastery of their emotions, perceptions, cognition and language skills. Grow their social competence, self-concept and self-regulation, all needed to succeed and problem-solve in a variety of social settings. Developing awareness of self in relations to others and sense of well-being in the world.	Children's future health and well being are directly related to the development and strengthening of their large and small muscles, involvement in sensory experiences, and the practicing of healthy behavior. Good physical health and motor development allows for full participation in learning experiences.

Our Commitments		
To our Students <i>We believe all students will learn when they....</i>	To our Parents <i>Our commitments to families and our community, we will....</i>	To one Another <i>Together, we will...</i>
<ul style="list-style-type: none"> Construct knowledge by engaging in play and discovery. See themselves as learners. Are provided dynamic learning experiences that encourage students to think and problem solve. Learn within a language-rich environment that supports a variety of learning styles and abilities. Encouraged to experiment, question, and make choices. Are provided with classroom routines that are consistent and predictable. Develop a positive student/teacher relationship. Having a safe, comfortable, developmentally appropriate learning environment. 	<ul style="list-style-type: none"> Engage families through educational experiences that support them as their child's first teacher and also to support their child's learning journey. Foster a strong partnership foundation. Recognize that our community shares a strong commitment to the growth of their children. 	<ul style="list-style-type: none"> Recognize and embrace that children enter school at different levels of development. Plan and utilize assessment information to inform our instruction.. Collaborate with one another to learn, support and grow our expertise as 4K teachers within a 4K-12 school system. Utilize regular cycles of inquiry to ensure instruction matches the needs of students. Create a learning environment rich in discourse.

LEARNING OUTCOMES

Background to Outcome Development

To provide 4K students with an aligned learning experience, all 4K outcomes were directly and deliberately designed to be a stepping-stone to each child's 5K experience. The development of Cedarburg School District's 4K outcomes was completed by following a sequential path, including the following:

1. **Standards:** Review of the Wisconsin Model Early Learning Standards for children, birth through first grade. These standards shaped the areas 4K teachers will report on and include Math, Science & Exploration, Literacy and Wellness (Health, Physical, Social and Emotional Development).
2. **Learning Targets:** Then, the district's 4K Implementation Team translated those learning outcomes (standards) into student-friendly learning targets.
3. **Alignment:** The district's 4K Implementation Team, responsible for developing the learning outcomes for 4K, took into consideration the 5K learning outcomes when developing the 4K learning outcomes. Like stepping stones, 4K outcomes are developmentally appropriate milestones leading up to the Cedarburg School District 5K learning experience.
4. **Progress Report Outcomes:** Once all targets were developed, the 4K Implementation team surfaced the high-leverage areas to report out on, which became the progress report descriptors.
5. **Progress Report:** The district's school year is divided into four equally spaced quarters. Parents will receive two Progress Reports, which are abbreviated/shorter check-in reports on your child's progress. Progress reports will be received at the end of Quarter 1 (November) and at the end of Quarter 3 (March). Parents will also receive two Progress Reports, which are a more comprehensive level of communication and will be prepared two times a year (January) and end of year (June). All progress reports will be accessible to parents/guardians via Skyward (an online portal assigned to each family).

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Progress Report	Progress Report	Progress Report	Progress Report
Required Parent Conference for all		Optional Parent Conference	

4K Progress Report Supplement

Below is a supplement to your child's 4K Progress Report. This document provides insights into quarterly benchmarks (targeted goals) for by descriptor/area. Every student is unique and is developing at their own growth rate; benchmarks listed below are within a range of what is generally observed for 4-year-olds. Not every descriptor is reported out every quarter due to the lack of or volume of assessment information available. All 4K classrooms mark out on the same descriptors school by school.

MARKING CODES: NY = Not Yet DV = Developing SC = Secure

Math												
Descriptor	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	NY	DV	SC	NY	DV	SC	NY	DV	SC	NY	DV	SC
Count aloud by ones.	Unclear on where to start	Counts aloud 2-5	Counts aloud 6-14	Counts aloud 0-5	Counts aloud 6-14	Counts aloud 15 or more	Counts aloud 10-14	Counts aloud 15-19	Counts aloud 20-29	Counts aloud 0-15	Counts aloud 16-29	Counts aloud to 30 or more
Sort objects into groups.	Rarely	Some	Consistently	Rarely	Some	Consistently	Rarely	Some	Consistently	Rarely	Some	Consistently
Identifies shapes. Triangle, circle, square, rectangle	Unclear as to what a shape is	Recognizes what a shape is but unable to name one	Identifies 1 of the 4 shapes	Unable to identify any of the shapes	Identify 1 of the 4 shapes	Identify 2 or 3 of the 4 shapes	Unable to identify any of the shapes	Identify 1 or 2 of the shapes	Able to identify 3 or 4 of the four shapes	Identify 1 of the shapes	Able to identify 2 or 3 of the four shapes	Able to identify all 4 shapes
Recognize and name numbers 0-10.				Names 1 to 2 numbers	Names 3 to 4 numbers	Names any 5 or more numbers	0-4	5-6	7-10	Names zero to 6 numbers	Names 7 to 10 numbers	Names all 11 numbers zero to 10 or more
Count objects 1:1.				0-1	2-3	5 +	0-2	3-5	6-9	0-3	4-9	10+
Recognize patterns.				Rarely	Some	Consistently				Rarely	Some	Consistently
Makes a simple pattern.				Rarely	Some	Consistently				Rarely	Some	Consistently
Compare quantities which show more, less, equal.				Rarely	Some	Consistently				Rarely	Some	Consistently understands all 3 methods
Copies numbers 0-10.				Copies zero to 2 numbers	Copies 3-5 numbers	Copies 6+ numbers				Copies zero to 4 numbers	Copies 5 to 7 numbers	Copies 8 to 11 numbers
Instantly recognizes quantities without counting.				Is unsure of the total and may make multiple guesses.	Counts individual items to get to total.	Names the number in collections up to 3 after only a brief look with the correct answer				Is unsure of the total, may make multiple guesses, or counts individual items to get a total.	Names the number in collections up to 3 after only a brief look with the correct answer	Names the number in collections up to 6 after only a brief look with the correct answer

Literacy												
Descriptor	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	NY	DV	SC	NY	DV	SC	NY	DV	SC	NY	DV	SC
Recognize rhyming words.				Recognizes zero to 2 rhyming words	Recognizes 3 to 4 rhyming words	Recognizes 5 to 10 rhyming words	Recognizes 0 to 4 rhyming words	Recognizes 5 to 7 rhyming words	Recognizes 8 or more rhyming words	Recognizes zero to 5 rhyming words	Recognizes 6 to 8 rhyming words	Recognizes 9 or more rhyming words
Identifies when words begin with the same sound.				Identifies zero to 2 words	Identifies 3 to 4 words	Identifies 5 to 10 words	Identifies 0 to 4 words	Identifies 5 to 7 words	Identifies 8 or more words	Identifies zero to 5 words	Identifies 6 to 8 words	Identifies 9 or more words
Can identify uppercase letters in the alphabet.	Identifies 0 to 1 letters	Identifies 2 to 3 letters	Identifies 4 or more letters	Identifies zero to 3 letters	Identifies 4 to 11 letters	Identifies 12 or more letters	Identifies 0 to 7 letters	Identifies 8 to 17 letters	Identifies 18 or more letters	Identifies zero to 12 letters	Identifies 13 to 23 letters	Identifies 24 or more letters
Can recognize own name in print.	Rarely	Some	Consistently	Rarely	Some	Consistently	Rarely	Some	Consistently	Rarely	Some	Consistently
Demonstrates basic book-handling skills and identifies key features.				Unable to identify any of the book features	Can identify 1 out of 3 book features	Can identify 4 to 11 book features				Can identify zero to 5 book features	Can identify 6 to 9 book features	Can identify 10 to 11 book features
Can identify lowercase letters in the alphabet.										Identifies 0 to 5 letters	Identifies 6 to 9 letters	Identifies 10 or more letters
Writes first name.										May need some assistance to write their name.	Writes first name with some spelling errors (title case or upper case)	Writes first name with correct spelling. (title case or upper case)

Science & Exploration												
Descriptor	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	NY	DV	SC	NY	DV	SC	NY	DV	SC	NY	DV	SC
Engages in scientific investigations through observing, predicting and recording.	Rarely	Some	Consistently	Rarely	Some	Consistently	Rarely	Some	Consistently	Rarely	Some	Consistently
Social & Emotional Development												
Descriptor	NY	DV	SC	NY	DV	SC	NY	DV	SC	NY	DV	SC
Uses words and strategies to manage feelings demonstrated by self.	Rarely	Some	Consistently	Rarely	Some	Consistently	Rarely	Some	Consistently	Rarely	Some	Consistently
Shares, takes turns and helps others.	Rarely	Some	Consistently	Rarely	Some	Consistently	Rarely	Some	Consistently	Rarely	Some	Consistently
Recognizes the feelings of others and responds appropriately.				Rarely	Some	Consistently				Rarely	Some	Consistently
Productively participates and uses language in cooperative group play and activities.				Rarely	Some	Consistently				Rarely	Some	Consistently
Exhibits positive self-concept.				Uncomfortable with his/her surroundings and isn't yet ready to try new things.	Often looks for reassurance regarding their work and choices provided to them. Tentative, when sharing their own ideas.	Demonstrates independence Knows and states independent thoughts. Displays pride in his/her accomplishments.				Uncomfortable with his/her surroundings and isn't yet ready to try new things.	Often looks for reassurance regarding their work and choices provided to them. Tentative, when sharing their own ideas.	Demonstrates independence. Knows and states independent thoughts. Displays pride in his/her accomplishments.

Health & Physical Development												
Descriptor	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	NY	DV	SC	NY	DV	SC	NY	DV	SC	NY	DV	SC
Follows routines and rules.	Rarely	Some	Consistently	Rarely	Some	Consistently	Rarely	Some	Consistently	Rarely	Some	Consistently
Moves with purpose and coordination.	Rarely	Some	Consistently	Rarely	Some	Consistently	Rarely	Some	Consistently	Rarely	Some	Consistently
Demonstrates behaviors to meet self-help and physical needs.				Rarely	Some	Consistently				Rarely	Some	Consistently
Copies simple shapes (circle, cross, square and X).				Zero shapes are copied	Can copy 1 shape	Can copy 2 out of 4 shapes				Can copy 0 to 2 shapes	Can copy 3 shapes	Can copy all four shapes
Uses scissors to cut simple shapes (line, circle, square)				Can cut on a straight line with support	Can cut on a straight line independently cut simple shapes with support	Can cut on a straight line and 1 of 2 simple shapes independently				Can cut on a straight line independently, cut simple shapes with support	Can cut on a straight line and 1 of 2 simple shapes independently	Can cut on a straight line and 2 simple shapes independently
Demonstrates strength and dexterity to use classroom manipulatives and tools.				Rarely	Some	Consistently				Rarely	Some	Consistently

CURRICULUM

Connect4Learning (C4L)

Connect4Learning is the 4K resource used to anchor the instructional content for all 4K Cedarburg School District classrooms. A strong emphasis on math and science content is taught, incorporating literacy experiences through an assortment of engaging fiction and nonfiction texts. Connect4Learning is organized around six units of study. Below is a brief explanation of each unit's focus areas and the approximate time of year the unit will be taught:

Theme	Focus Areas	Month
Connecting with School & Friends	<ul style="list-style-type: none"> Senses and observation skill development Fundamental literacy, math and social-emotional concepts Classroom routines and learning to cooperate 	September
Our Environment	<ul style="list-style-type: none"> Environment and habitats (local & the Coral Reef) Earth resources Environmentally friendly practices Numbers and data 	October & November
How Structures Are Built	<ul style="list-style-type: none"> Structures, including geometric forms Form and function of specific shapes Systems thinking Engineering practices Where things come from How things move How-to texts Putting together and taking apart things 	November & December
Exploring Museums	Choice of exploratory topics in which children become experts, such as: <ul style="list-style-type: none"> Geometry of nature Paleontology Archaeology Other areas Comparison of real and make-believe	January & February
Growing Our Gardens	<ul style="list-style-type: none"> Plant and animal life cycles Where do plants, animals and foods come from Composition & decomposition of geometric shapes 	March & April
How We've Grown	<ul style="list-style-type: none"> Comparing children's measurements and work from beginning to end of year Growth over time Professions Growing more after leaving 4K 	May & June

Handwriting without Tears

This year, we are excited to be using the Get Set for School Readiness and Writing Curriculum by Handwriting Without Tears. Our focus will be on building the foundational pre-writing skills that your child will need when they enter 5K. Some of the things that we will focus on include:

- how to hold a crayon correctly,
- encouraging using the helper hand to stabilize the paper,
- starting position of letters left to right directionality, letter and number recognition, letter and
- number formation and developmental concepts important for writing (top, middle, bottom).

The students will learn foundational pre-writing skills and the correct sequence for making pre-writing shapes, capital and lowercase letters and numbers through use of various activities, including music, movement and large motor actions, as well as use of manipulatives such as wood pieces and play-doh to build letters. This program introduces letters in a developmentally appropriate order (starting with having the child aim and scribble to tracing the letter Z). It also uses child-friendly, consistent language to teach your child the correct way to form letters (e.g., big line, little line, big curve, little curve). The Handwriting Without Tears program introduces capital letters and numbers first, then the students will be introduced to lowercase letter formation using the new Handwriting without Tears Transition to Kindergarten workbook.

Heggerty

The Heggerty Phonemic Awareness Curriculum provides students with consistent and repeated instruction, and this transfers to developing a student's decoding and encoding skills. In 4K, the skills of rhyme, initial phoneme isolation, and blending are introduced at the beginning of instruction. Segmenting words and Final Phoneme Isolation are introduced in later weeks of instruction.

Art, Music, and Movement

Art, Music, and Movement are integrated into the learning experiences developed for 4K students. Examples:

- Art | Personal expression through hands-on expressive experiences are integrated throughout each day's learning content
- Music | Handwriting without Tears, morning welcome and transition songs are a regular occurrence
- Movement | The entire 4K program was designed to be play-based rich with purposeful movement experiences; students will also be afforded a regular opportunity to go outdoors for supervised and supported social/playtime







Wisconsin Pyramid Model for Social-Emotional Competence

The curriculum for C4Learning's social-emotional domain is based on research and practice found in The Pyramid Model. The Pyramid Model provides a framework of practices to promote children's social-emotional competence and to support pre-kindergarten behavior development. In unit two of C4Learning, students will be introduced to the Problem Solver chart as a routine approach to working through challenging situations.

Some key student learning outcomes promoted through the C4 Learning and Pyramid model are:

- Self-regulates their feelings and actions
- Perseveres
- Maintains focus and attention
- Demonstrates independence
- Listens with understanding
- Uses executive control*

We are committed to building on the strong foundation each child has received and look forward to partnering in every aspect of your child's development.

Problem Solver			
1. What is my problem?	 Kyle tells Amina that she can be the squirrel in the Big Tree in dramatic play. But she wants to be a bird-watcher like Kyle.		
2. Think of solutions.	 Choose another center.	Take turns being the bird-watcher.	Both be bird-watchers.
3. Evaluate: 	Is it safe?	✓	✓
	Is it fair?	✓	✓
	How would everyone feel?		
4. Give it a try. Did it work? 			

**Being able to focus, hold, and work with information in mind, filter distractions, and switch gears is like having an air traffic control system at a busy airport to manage the arrivals and departures of dozens of planes on multiple runways. In the brain, this air traffic control mechanism is called executive functioning, a group of skills that helps us to focus on multiple streams of information at the same time, and revise plans as necessary.*

Center on the Developing Child, Harvard University
<http://developingchild.harvard.edu/resources/inbrief-executive-function-skills-for-life-and-learning/>