Technology Standards continued

- Open and close an application or program (I)  
- Explain the functions of basic file menu commands (i.e. New, Open, Close, Save/Save as, Print) (I)

Type words per minute (WPM) with proficiency and accuracy: Keyboard Familiarity

Multimedia and Presentation:

- Explain and use terms related to a network (i.e., username, password, network, file server) (I)
- Explain and use terms related to the Internet (i.e. web browser, URL, keyword, search engine, links) (I)

Ethics and Safety:

- Explain school/classroom rules for the responsible use of computers, peripheral devices, and the Internet (M)
- Explain ethical issues related to privacy, cyber-bullying, plagiarism, spam, viruses, hacking, and file sharing (I)

Help Your Child Learn at Home

Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

English Language Arts & Literacy

- Read with your child every day. Ask your child to explain his or her favorite parts of the story. Share your own ideas. To find more books for your child to read, visit www.corestandards.org/assets/Appendix_B.pdf.
- Encourage your child to tell you about his or her day at school. Have your child describe the picture to you.

Mathematics

- Ask your child questions that require counting as many as 20 things. For example, ask, “How many books do you have about wild animals?”
- Ask your child questions that require comparing numbers. “Who is wearing more bracelets, you or your sister?” (Your child might use matching or counting to find the answer.)

Help Your Child Learn at Home

www.pta.org
ELA: Reading Standards for Literature (RL)

Key Ideas and Details:
1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure:
4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas:
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what a moment in a story in an illustration depicts).
8. (Not applicable to literature).
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity:
10. Actively engage in group reading activities with purpose and understanding.

a. Activate prior knowledge related to the information and events in text.

b. Use illustrations and context to make predictions about text.

Reading Standards for Foundational Skills (RF)

Print Concepts:
1. Demonstrate understanding of the organization and basic features of print.
   a. Follow words from left to right, top to bottom, and page by page.
   b. Recognize that spoken words are represented in written language by specific sequences of letters.
   c. Understand that words are separated by spaces in print.
   d. Recognize and name all upper and lowercase letters of the alphabet.

Phonological Awareness:
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   a. Recognize and produce rhyming words.
   b. Count, pronounce, blend, and segment syllables in spoken words.
   c. Blend and segment onsets and rimes of single-syllable spoken words.
   d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-syllable words (e.g., phonemes in words such as green, three, ten). (This does not include CVCs ending with /I, /l, or /x/).
   e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
   f. Blend two to three phonemes into recognizable words.

Phonics and Word Recognition:
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
   a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds of many of the most frequent sounds for each consonant.
   b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.)
   c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
   d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency:
4. Read emergent-reader texts with purpose and understanding.

Writing Standards (W)

Text Types and Purposes:
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .)

2. Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing:
4. (Begins in grade 2)

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

8. With guidance and support from adults, recall information from experiences of gathering information from provided sources to answer a question.

9. (Begins in grade 4)

Range of Writing:
10. (Begins in grade 2)

Speaking and Listening Standards (SL)

Comprehension and Collaboration:
1. Participate in collaborative conversations with diverse patterns about kindergarten topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
   b. Continue a conversation through multiple exchanges.

Comprehension and Collaboration:
2. Confirm understanding of a text read aloud or in information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
   a. Understand and follow one-and two–step oral directions.
   b. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

2 3
Presentation of Knowledge and Ideas:
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as described to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards (L)

Conventions of Standard English:
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Print many upper– and lowercase letters.
   b. Use frequently occurring nouns and verbs.
   c. Use form correct plural nouns orally by adding /s/ or /es/ (e.g., dogs: dogs; wish: wishes).
   d. Understand and use question words (interrogatives) (e.g., who, what, when, why, how).
   e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).
   f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize the first word in a sentence and the pronoun I.
   b. Recognize and name end punctuation.
   c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
   d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Math: Counting and Cardinality (K.CC)
Know Number Names and the Count Sequence:
1. Count to 100 by ones and by tens.
2. Count forward from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
4. Understand the relationship between numbers and quantities; connect counting to cardinality.
   a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
   b. Understand the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
   c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Work with numbers 11-19 to gain foundations for place value:
1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects and drawings and record each composition by a drawing or equation (e.g., 8 + 5 = 13). Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.

Muscular Strength/Endurance:
- Explain that strong muscles help the body to climb, hang, push, and pull.
- Describe the role of muscles in moving the bones.
- Flexibility:
- Identify the body part involved when stretching.

Body Composition:
- Explain that the body is composed of bones, organs, fat, and other tissues.

Physical Fitness

Students Assess and Maintain a Level of Physical Fitness to Improve Health and Performance.

Fitness Concepts:
- Participate in physical activities that are enjoyable and challenging.
- Flexible Capacity:
- Practice three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance:
- Hang from overhead bars for increasing periods of time.
- Climb a ladder, jungle gym, or apparatus.

Aerobic Capacity:
- Stretch shoulders, legs, arms, and back without bouncing.

Assessment:
- Identify indicators of increased capacity to participate in vigorous physical activity.

Movements:
- Travel forward and sideways while changing direction quickly in response to a signal.
- Travel within a large group, without bumping into others or falling, while using locomotor skills.
- Travel forward and sideways while changing direction quickly in response to a signal.

Movement Concepts:
- The distance between over, under, behind, and in front of, next to and through, up and down, forward and backward, and sideways.
- Identify and independently use personal space, general space, and boundaries and discuss why they are important.

Physical Fitness

Students Demonstrate Knowledge of Physical Fitness Concepts, Principles, and Strategies to Improve Health and Performance.

Fitness Concepts:
- Identify physical activities that are enjoyable and challenging.
- Describe the role of water as an essential nutrient for the body.
- Explain that nutritious food provides energy for physical activity.

Aerobic Capacity:
- Identify the location of the heart and explain that it is a muscle.
- Explain that physical activity increases the heart rate.