

The K2 Update

Dave Martocchio

Reporting Period 1					Reporting Period 2					Reporting Period 3				
Week	RPP	EAL	DCT	TRL	Week	RPP	EAL	DCT	TRL	Week	RPP	EAL	DCT	TRL
8/29	3	2	3	4	10/31					2/27				
9/5	3	3	1	3	11/7					3/6				
9/12	2	1	3	3	11/14					3/13				
9/19					11/21	No school, Thanksgiving Break				3/20				
9/26					11/28					3/27	No school, Spring Break			
10/3					12/5					4/3				
10/10					12/12					4/10				
10/17					12/19	No school, Winter Break				4/17				
10/24					12/26	No school, Winter Break				4/24				
					1/2					5/1				
					1/9					5/8				
					1/16					5/15				
					1/23					5/22				
					1/30					5/29				
					2/6					6/5				
					2/13					6/12	Last day of school is June 14.			
					2/20									
AVE	2.67	2.00	2.33	3.33	AVE					AVE				

Abbreviations

RPP = Respects people, rights, feelings, perspectives, and property.
 EAL = Engages actively in learning and contributes to the learning community.
 DCT = Demonstrates critical thinking, reasoning, and problem solving.
 TRL = Takes responsibility for and perseveres in learning (Seat Work and Homework).



= Proficient



= Not Assessed/Not Proficient

Grading Key

4 = Extra Credit
 3 = Consistently
 2 = Sometimes
 1 = Rarely

Notes Regarding Behavior

082916 - Did not follow direction to sit on rug when asked.

General Notes

082916 - Did very well in math today.

Assessments

Explanation

Writing Numbers - Students are to write numbers starting from 1 and go as high as they can go.

Writing Letters - Students are to write the capital and lower case letters.

Spelling - Students are to write the words dictated to them.

The first assessment words are; Top, Lid, Wag, Bet, Run.

The second assessment adds the words; Fan, Pet, Dig, Rob, Hope.

The third assessment adds the words; Wait, Gum, Sled, Stick, Shine.

Sentence - Students are to write about a topic of their choice and illustrate it.

Students are to write their name and copy the date onto each assessment.

September - Writing Numbers

Visual & Performing Arts

Dance

- 1.1 Build the range and capacity to move in a variety of ways.
- 1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).
- 1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).
- 1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).
- 2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).
- 2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.
- 2.3 Respond spontaneously to different types of music, rhythms, and sounds.
- 3.1 Name and perform folk/traditional dances from the United States and other countries.
- 4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).
- 5.1 Give examples of the relationship between everyday movement in school and dance movement.

Health

Nutrition and Physical Activity

- 1.1 Name a variety of healthy foods and explain why they are necessary for good health.
- 1.2 Identify a variety of healthy snacks.
- 1.3 Describe the benefits of being physically active.
- 1.4 Recognize the importance of a healthy breakfast.
- 2.1 Recognize that not all products advertised or sold are good for them.
- 4.1 Explain how to ask family members for healthy food options.
- 5.1 Describe ways to participate regularly in active play and enjoyable physical activities.
- 7.1 Select nutritious snacks.
- 7.2 Plan a nutritious breakfast.
- 7.3 Choose healthy foods in a variety of settings.

Growth and Development

- 1.1 Explain that living things grow and mature.
- 1.2 Describe their own physical characteristics.
- 1.3 Name ways in which people are similar and ways in which they are different.
- 1.4 Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists).
- 1.5 Name body parts and their functions.
- 1.6 Name and describe the five senses.

Health

Injury Prevention and Safety

- 1.1 Identify safety rules for the home, the school, and the community.
- 1.2 Identify emergency situations.
- 1.3 Explain ways to stay safe when riding in a bus or other vehicle.
- 1.4 Distinguish between appropriate and inappropriate touching.
- 1.5 Explain that everyone has the right to tell others not to touch his or her body.
- 1.6. Describe school rules about getting along with others.
- 1.7 Recognize the characteristics of bullying.
- 1.8 Identify ways to stay safe when crossing streets, riding a bicycle, or playing.
- 1.9 Recognize that anything may be poisonous or cause harm if used unsafely.
- 1.11 Demonstrate how to ask trusted adults for help.
- 1.12 Define and explain the dangers of weapons.
- 1.13 Explain the importance of telling a trusted adult if you see or hear about someone having a weapon.
- 3.1 Identify trusted adults who can help in emergency situations.
- 4.1 Demonstrate how to ask a trusted adult for help or call 9-1-1.
- 4.2 Show how to answer the phone in a safe way.
- 5.1 Identify situations when it is necessary to seek adult help or call 9-1-1.
- 5.2 Role-play what to do if a stranger at home, in a car, or on the street approaches you.
- 7.1 Follow rules for safe play and safety routines.
- 7.2 Show how to cross the street safely.
- 8.1 Show how to tell a trusted adult when you or a friend find a weapon.

Alcohol, Tobacco, and Other Drugs

- 1.1 Explain why medicines are used.
- 1.2 Explain that medicines can be helpful or harmful.
- 1.3 Recognize that medicines should be taken only under the supervision of a trusted adult.
- 1.4 Recognize that some household products are harmful if ingested or inhaled.
- 1.5 Recognize that tobacco smoke is harmful to health and should be avoided.

Health

Mental, Emotional, and Social Health

- 1.1 Identify a variety of emotions.
- 1.2 Describe the characteristics of families.
- 1.3 Identify trusted adults at home and at school.
- 1.4 Describe characteristics that make each individual unique.
- 1.5 Describe and practice situations when it is appropriate to use “Please,” “Thank you,” “Excuse me,” and “I’m sorry.”
- 2.1 Identify ways family and friends help promote well-being.
- 3.1 Identify trusted adults at home and at school who can help with mental and emotional health concerns.
- 4.1 Show how to express personal needs and wants appropriately.
- 4.2 Cooperate and share with others.
- 6.1 Make a plan to help family members at home.
- 7.1 Express emotions appropriately.
- 7.2 Describe positive ways to show care, consideration, and concern for others.
- 8.1 Encourage others when they engage in safe and healthy behaviors.

Personal and Community Health

- 1.1 Identify effective dental and personal hygiene practices.
- 1.2 Describe sun-safety practices.
- 1.3 Define “germs.”
- 1.4 Explain why the transmission of germs may be harmful to health.
- 1.5 Identify practices that are good for the environment, such as turning off lights and water, recycling, and picking up trash.
- 3.1 Identify health care workers who can help promote healthy practices.
- 4.1 Demonstrate how to ask for assistance with a health-related problem.
- 7.1 Show effective dental and personal hygiene practices.
- 7.2 Demonstrate ways to prevent the transmission of germs (e.g., washing hands, using tissues).

Language Standards

Conventions of Standard English

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

Language Standards

Knowledge of Language

- 3. (Begins in grade 2)

Vocabulary Acquisition and Use

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*
- 4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- 4b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.
- 5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- 5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- 5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- 5c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- 5d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.
- 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Counting and Cardinality

Know number names and the count sequence.

- 1 Count to 100 by ones and by tens.
- 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

- 4. Understand the relationship between numbers and quantities; connect counting to cardinality.
- 4a. 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.
- 4b. Understand that 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.
- 4c. 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.

Compare numbers.

- 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- 7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- 5. Fluently add and subtract within 5.

Number and Operations in Base Ten

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 or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data

Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

Mathematics Assessment

	Initial Assessment
Counts Orally to;	
Counts from any number.	<input type="checkbox"/>
Writes numbers to;	
One-to-One Correspondence?	<input type="checkbox"/>
Number conservation?	<input type="checkbox"/>
Counts 20 objects in line.	<input type="checkbox"/>
Counts 10 random objects.	<input type="checkbox"/>
Counts objects to a specified number.	<input type="checkbox"/>
Identifies greater than.	<input type="checkbox"/>
Identifies less than.	<input type="checkbox"/>
Identifies equal.	<input type="checkbox"/>
Adds numbers with addends to;	
Subtracts numbers with minuend of;	
Decomposes numbers to;	
Measures length.	<input type="checkbox"/>
Measures weight.	<input type="checkbox"/>
Measures volume.	<input type="checkbox"/>
Compares attributes.	<input type="checkbox"/>
Sorts.	<input type="checkbox"/>
Identifies square.	<input type="checkbox"/>
Identifies circle.	<input type="checkbox"/>
Identifies triangle.	<input type="checkbox"/>
Identifies rectangle.	<input type="checkbox"/>
Identifies oval.	<input type="checkbox"/>
Identifies cube.	<input type="checkbox"/>

Identifies sphere.	<input type="checkbox"/>
Identifies cone.	<input type="checkbox"/>
Identifies cylinder.	<input type="checkbox"/>
Identifies rectangular prism.	<input type="checkbox"/>
Can use shapes to make larger shapes.	<input type="checkbox"/>

Visual & Performing Arts

Music

- 1.1 Use icons or invented symbols to represent beat.
- 1.2 Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).
- 2.1 Use the singing voice to echo short melodic patterns.
- 2.2 Sing age-appropriate songs from memory.
- 2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.
- 2.4 Create accompaniments, using the voice or a variety of classroom instruments.
- 3.1 Identify the various uses of music in daily experiences.
- 3.2 Sing and play simple singing games from various cultures.
- 3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures.
- 3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).
- 4.1 Create movements that correspond to specific music.
- 4.2 Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).
- 5.1 Use music, together with dance, theatre, and the visual arts, for storytelling.
- 5.2 Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.

Physical Education

- 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.
- 1.2 Travel forward and sideways while changing direction quickly in response to a signal.
- 1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.
- 1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.
- 1.5 Create shapes by using nonlocomotor movements.
- 1.6 Balance on one, two, three, four, and five body parts.
- 1.7 Balance while walking forward and sideways on a narrow, elevated surface.
- 1.8 Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object.
- 1.9 Perform a continuous log roll.
- 1.10 Travel in straight, curved, and zigzag pathways.
- 1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.
- 1.12 Strike a stationary ball or balloon with the hands, arms, and feet.
- 1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.
- 1.14 Kick a stationary object, using a simple kicking pattern.
- 1.15 Bounce a ball continuously, using two hands.
- 1.16 Perform locomotor and nonlocomotor movements to a steady beat.
- 1.17 Clap in time to a simple, rhythmic beat.
- 2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.
- 2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.
- 2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.
- 2.4 Explain base of support.
- 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.
- 2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet.
- 2.7 Identify the point of contact for kicking a ball in a straight line.
- 2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.
- 3.1 Participate in physical activities that are enjoyable and challenging.

Physical Education

- 3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.
- 3.3 Hang from overhead bars for increasing periods of time.
- 3.4 Climb a ladder, jungle gym, or apparatus.
- 3.5 Stretch shoulders, legs, arms, and back without bouncing.
- 3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.
- 3.7 Identify indicators of increased capacity to participate in vigorous physical activity.
- 4.1 Identify physical activities that are enjoyable and challenging.
- 4.2 Describe the role of water as an essential nutrient for the body.
- 4.3 Explain that nutritious food provides energy for physical activity.
- 4.4 Identify the location of the heart and explain that it is a muscle.
- 4.5 Explain that physical activity increases the heart rate.
- 4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.
- 4.7 Explain that strong muscles help the body to climb, hang, push, and pull.
- 4.8 Describe the role of muscles in moving the bones.
- 4.9 Identify the body part involved when stretching.
- 4.10 Explain that the body is composed of bones, organs, fat, and other tissues.
- 5.1 Identify the feelings that result from participation in physical activity.
- 5.2 Participate willingly in physical activities.
- 5.3 Demonstrate the characteristics of sharing in a physical activity.
- 5.4 Describe how positive social interaction can make physical activity with others more fun.
- 5.5 Participate as a leader and a follower during physical activities.

Reading Literature

Reading Standards for Literature

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 moment in a story 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.
- 10a. Activate prior knowledge related to the information and events in texts.
- 10b. Use illustrations and context to make predictions about text.

Reading for Information

Reading Standards for Informational Text

Key Ideas and Details

- 1. With prompting and support, ask and answer questions about key details in a text.
- 2. With prompting and support, identify the main topic and retell key details of a text.
- 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- 4. With prompting and support, ask and answer questions about unknown words in a text.
- 5. Identify the front cover, back cover, and title page of a book.
- 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

- 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- 8. With prompting and support, identify the reasons an author gives to support points in a text.
- 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

- 10. Actively engage in group reading activities with purpose and understanding.
- 10a. Activate prior knowledge related to the information and events in texts.
- 10b. Use illustrations and context to make predictions about text.

Reading Foundations

Reading Standards for Foundational Skills

Print Concepts

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

Phonological Awareness

- 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- 2a. Recognize and produce rhyming words.
- 2b. Count, pronounce, blend, and segment syllables in spoken words.
- 2c. Blend and segment onsets and rimes of single-syllable spoken words.
- 2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
- 2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- 2f. 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.
- 3a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.
- 3b. 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.)
- 3c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- 3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

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

Developmental Reading Assessment

	Day 1	End Q1	End Q2	End Q3
Developmental Reading Assessment (DRA) Score				

Key	
DRA Level	Grade Level
A, 1, 2, 3	K
4, 6, 8, 10, 12, 14, 16	1
18, 20, 24, 28	2
30, 34, 38	3
40	4
44	5

082916 - DRA
A -

Science

Science

Physical Sciences

- 1a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
- 1b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.
- 1c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.

Life Sciences

- 2a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
- 2b. Students know stories sometimes give plants and animals attributes they do not really have.
- 2c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

Earth Sciences

- 3a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
- 3b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.
- 3c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

Investigation & Experimentation

- 4a. Observe common objects by using the five senses.
- 4b. Describe the properties of common objects.
- 4c. Describe the relative position of objects by using one reference (e.g., above or below).
- 4d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
- 4e. Communicate observations orally and through drawings.

Next Generation Science

Standards for Next Generation Science

From Molecules to Organisms: Structures and Processes

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

Earth's Systems

- K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.
- K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Earth and Human Activity

- K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
- K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Motion and Stability: Forces and Interactions

- K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Energy

- K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.
- K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

Engineering Design

- K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

History & Social Science

Chronological and Spatial Thinking

- 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
- 2. Students correctly apply terms related to time, including past, present, future, decade, century, and generation.
- 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
- 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Research, Evidence, & Point of View

- 1. Students differentiate between primary and secondary sources.
- 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
- 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

- 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
- 2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
- 3. Students identify and interpret the multiple causes and effects of historical events.
- 4. Students conduct cost-benefit analyses of historical and current events.

History & Social Science

Learning and Working Now and Long Ago

- K.1 Students understand that being a good citizen involves acting in certain ways.
 - 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
 - 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
 - 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.
- K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
- K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
- K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.
 - 1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
 - 2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
 - 3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
 - 4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
 - 5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.
- K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.
- K.6 Students understand that history relates to events, people, and places of other times.
 - 1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).
 - 2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
 - 3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

Speaking and Listening

Speaking and Listening Standards

Comprehension and Collaboration

- 1. Participate in collaborative conversations with diverse partners *about kindergarten topics and texts* with peers and adults in small and larger groups.
- 1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- 1b. Continue a conversation through multiple exchanges.
- 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- 2a. Understand and follow one- and two-step oral directions.
- 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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 desired to provide additional detail.
- 6. Speak audibly and express thoughts, feelings, and ideas clearly.

Visual & Performing Arts

Theatre

- 1.1 Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences.
- 1.2 Identify differences between real people and imaginary characters.
- 2.1 Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors).
- 2.2 Perform group pantomimes and improvisations to retell familiar stories.
- 2.3 Use costumes and props in role playing.
- 3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.
- 3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.
- 4.1 Respond appropriately to a theatrical experience as an audience member.
- 4.2 Compare a real story with a fantasy story.
- 5.1 Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as fast, slow, in, on, through, over, under.
- 5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.

Visual & Performing Arts

Visual Arts

- 1.1 Recognize and describe simple patterns found in the environment and works of art.
- 1.2 Name art materials (e.g., clay, paint, and crayons) introduced in lessons.
- 1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.
- 2.1 Use lines, shapes/forms, and colors to make patterns.
- 2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.
- 2.3 Make a collage with cut or torn paper shapes/forms.
- 2.4 Paint pictures expressing ideas about family and neighborhood.
- 2.5 Use lines in drawings and paintings to express feelings.
- 2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.
- 2.7 Create a three-dimensional form, such as a real or imaginary animal.
- 3.1 Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.
- 3.2 Identify and describe works of art that show people doing things together.
- 3.3 Look at and discuss works of art from a variety of times and places.
- 4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).
- 4.2 Describe what is seen (including both literal and expressive content) in selected works of art.
- 4.3 Discuss how and why they made a specific work of art.
- 4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.
- 5.1 Draw geometric shapes/forms (e.g., circles, squares, and triangles) and repeat them in dance/movement sequences.
- 5.2 Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.
- 5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.
- 5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the media used.

Writing

Writing Standards

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 or gather information from provided sources to answer a question.
- 9. (Begins in grade 4)

Range of Writing

- 10. (Begins in grade 2)